

Chicago Zoological Society

Inspiring Conservation Leadership

The role of values, beliefs & culture in developing effective practices for climate change education

Tri-Agency Climate Change Education PI Meeting

April 18-20, 2012

Arlington, VA

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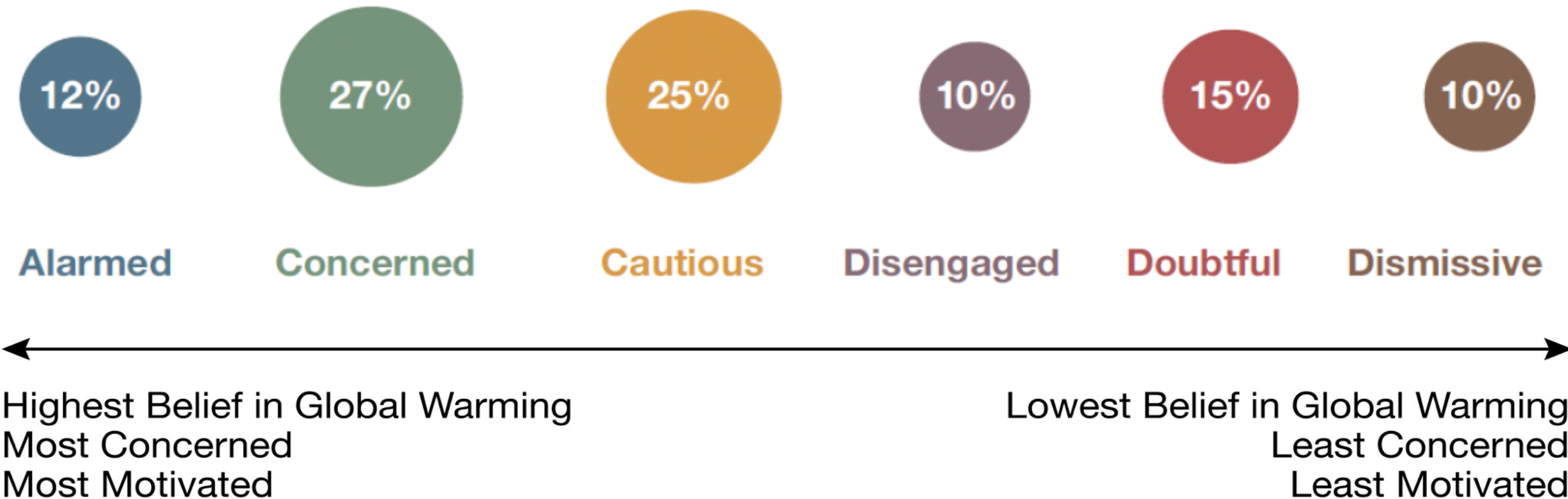
4C

George Mason University

Center for Climate Change Communication

Meet Global Warming's "Six Americas"

Proportion represented by area



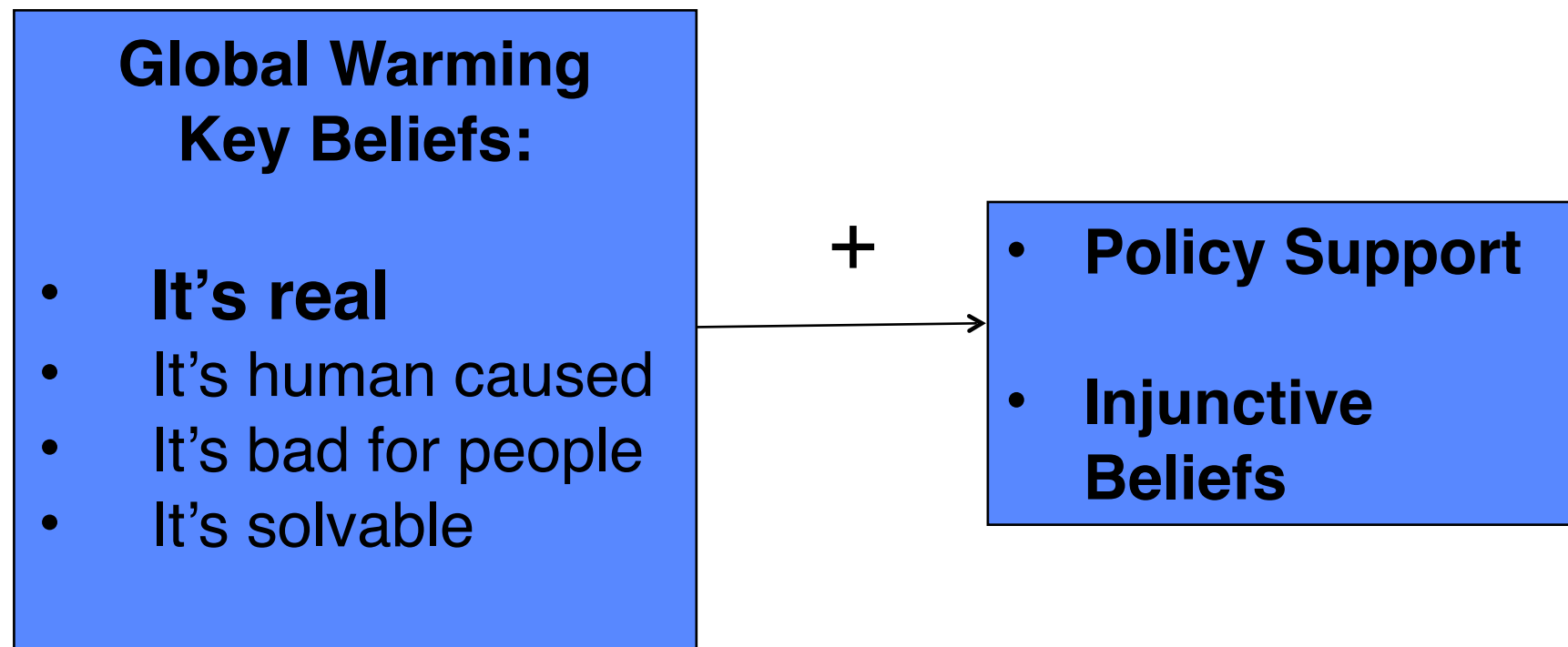
Global Warming's “Six Americas”

They *think* differently, but they don't *look* different...

- The groups don't differ much on the basis of sex, race, age or income – there are men and women of every age, race and income in each of the six groups.
- But they differ dramatically in their beliefs about the reality, causes and dangers of global warming, in the political ideology, and in their underlying worldviews.



Four key beliefs that are strongly associated with the attitude that society “should do more to address global warming,” and with support for a range of public policies that will help limit global warming



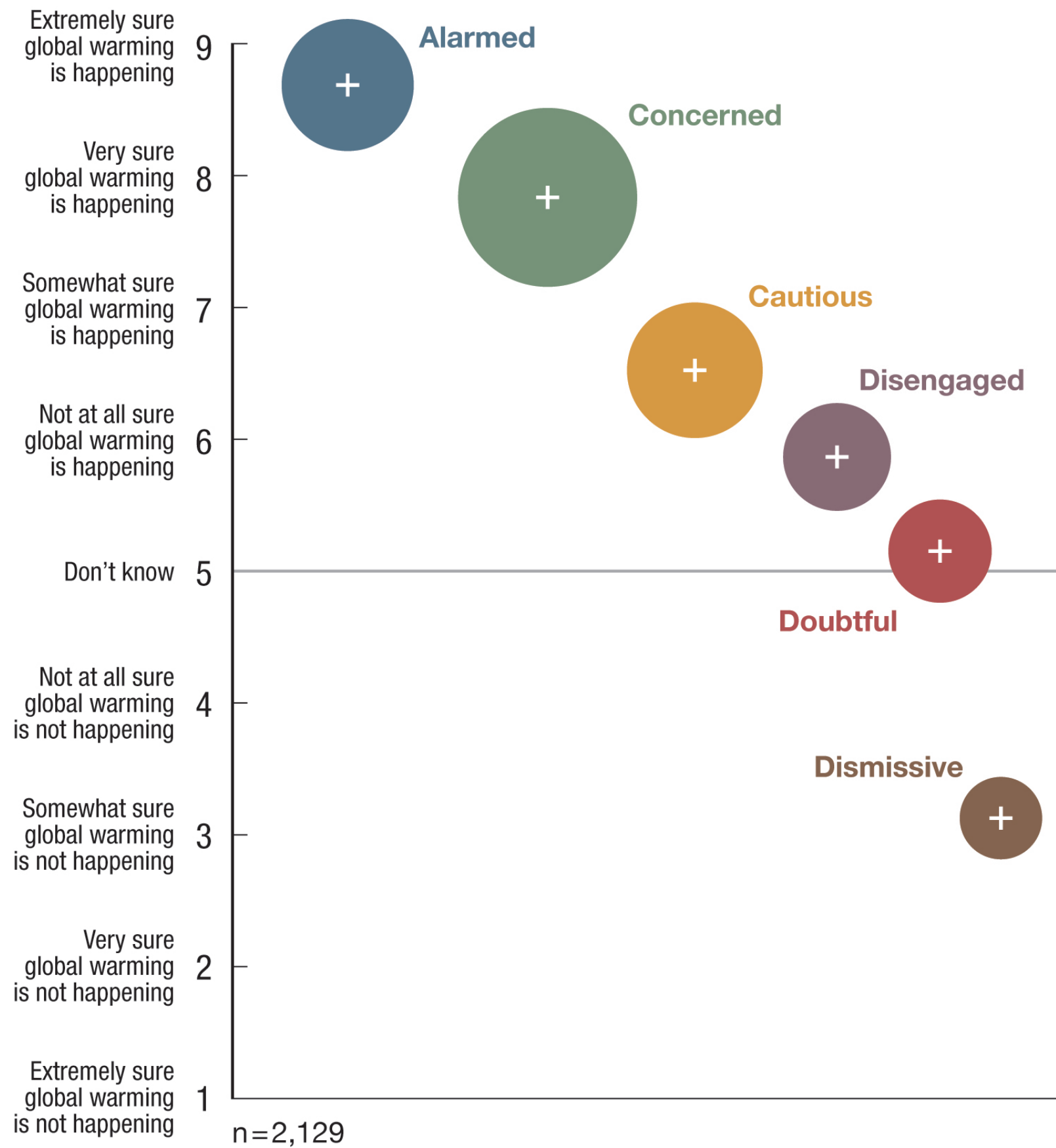
Ding, Maibach et al (2011) Support for climate policy and societal action are linked to perceptions about scientific agreement. Nature Climate Change, DOI:10.1038/NCLIMATE1295

A quick profile of selected *key beliefs* about global warming that influence global warming policy support.

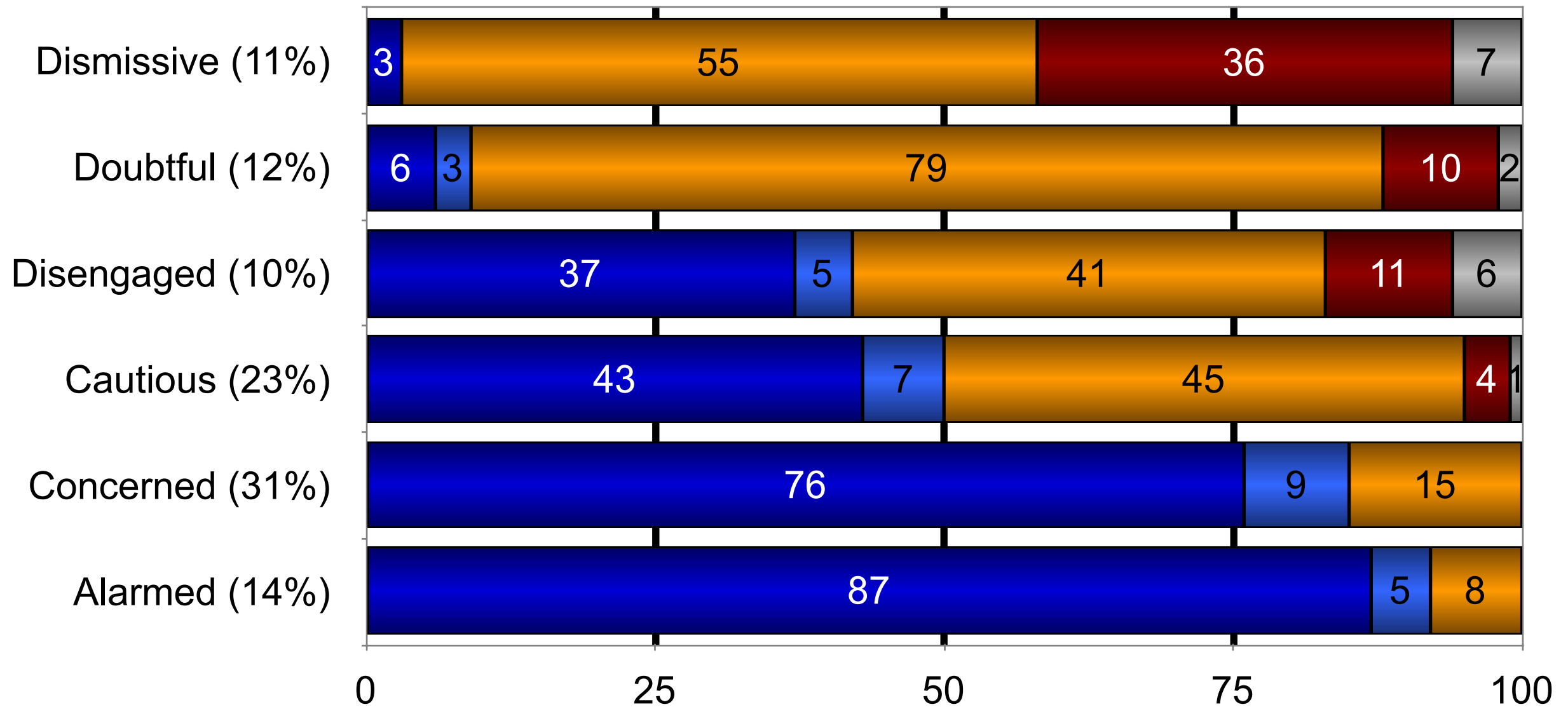
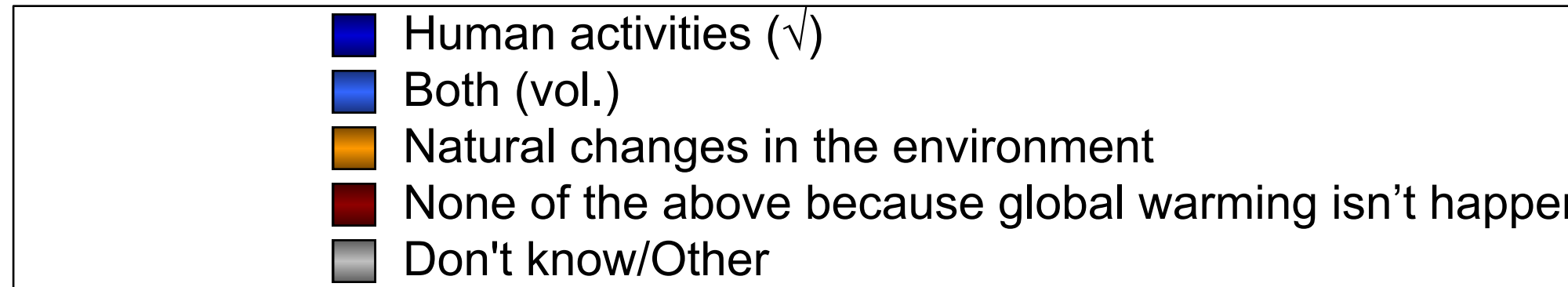
- *Global warming is real.*
- *People are causing global warming*
- *It is or will be harmful to people.*
- *People can reduce global warming.*



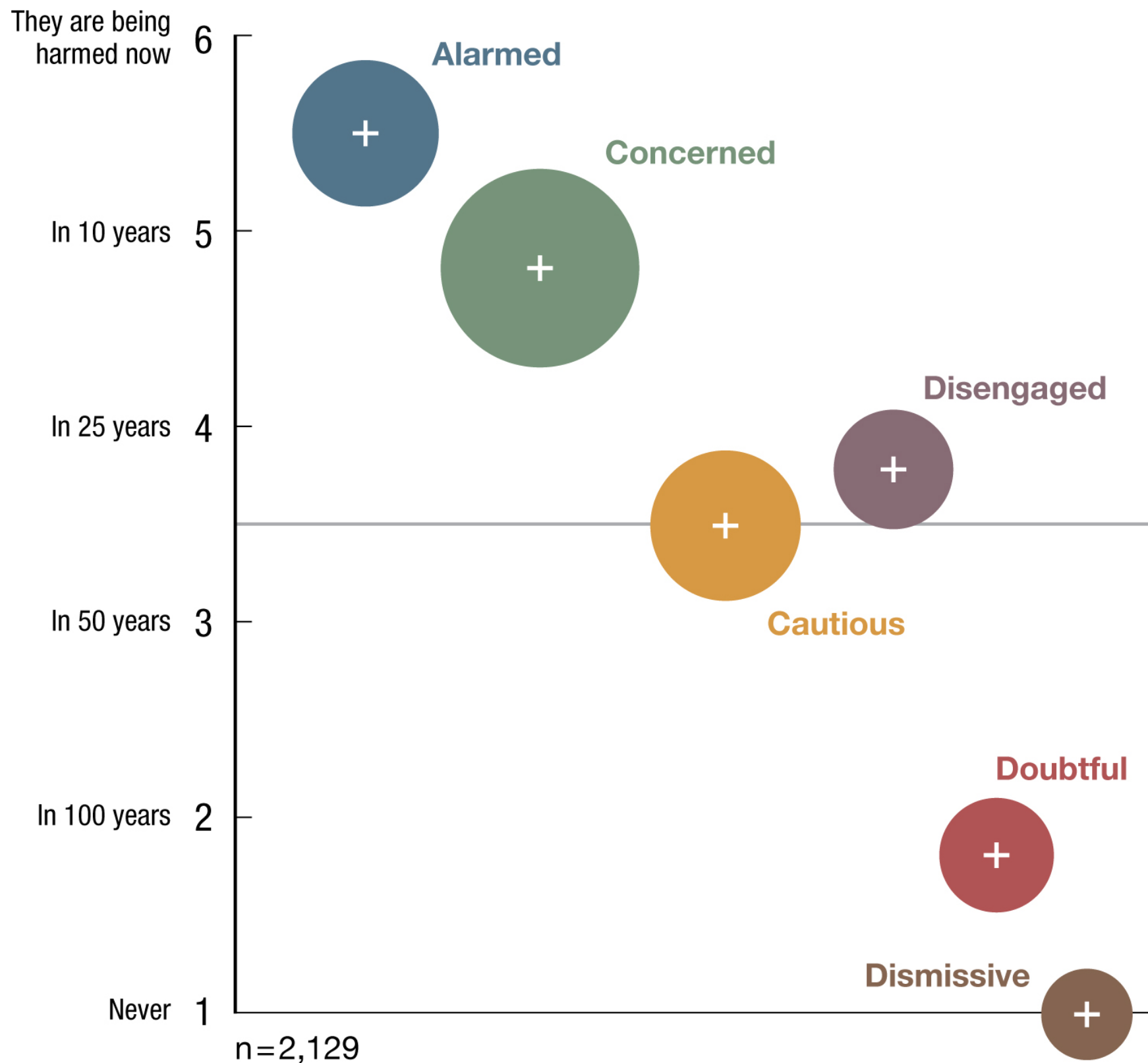
Do you think global warming is happening? How certain are you



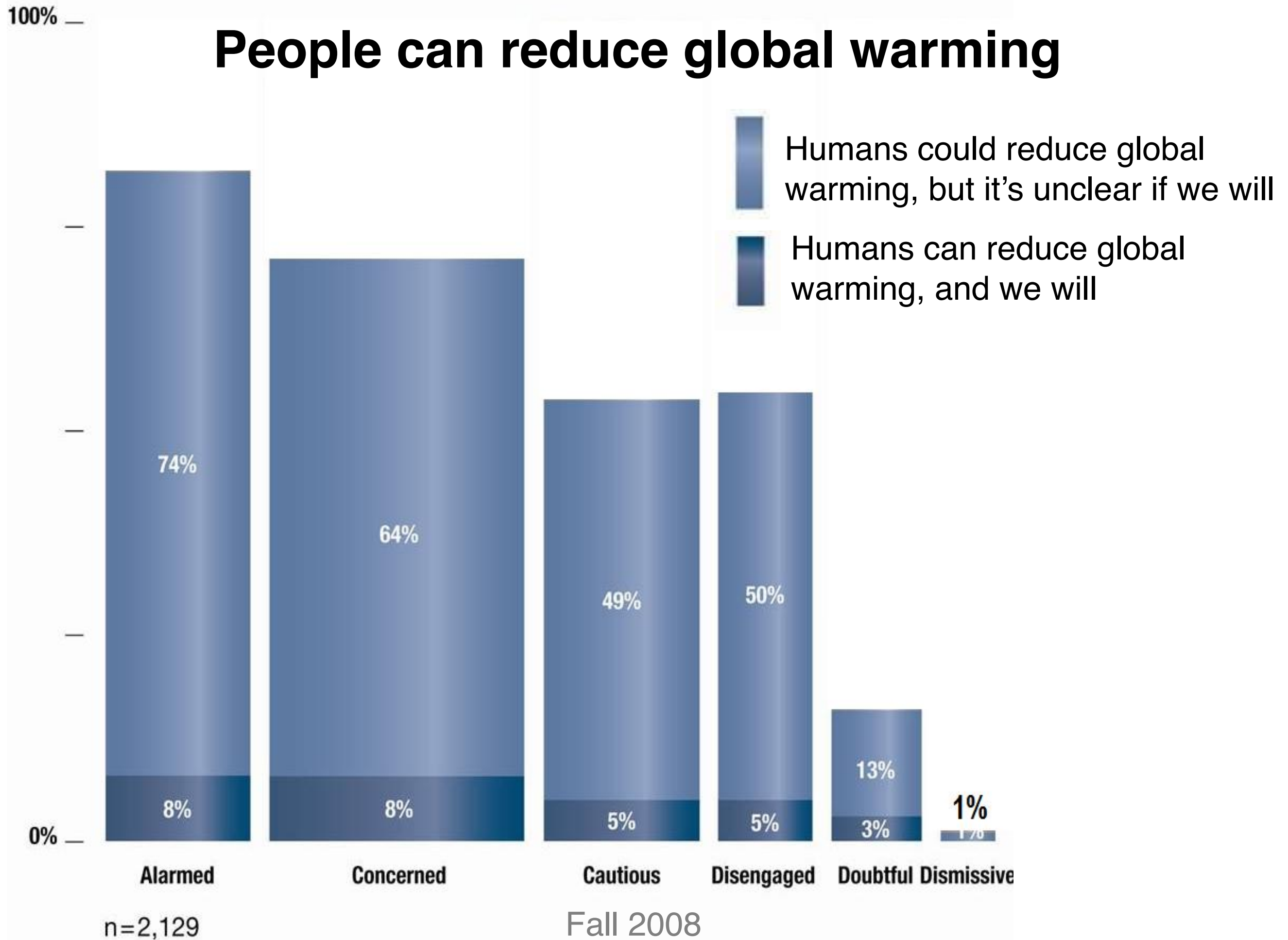
What's causing global warming?



When do you think global warming will start to harm people in the U.S.?



People can reduce global warming



“If you could ask an expert on global warming one question,
which question would you ask?”

What can the US do to
reduce global warming?

How do you know that
global warming is
occurring?

What harm will global
warming cause?



Other than answer their questions, what should be our educational objective with each audience?

Activate them.

Engage them,
experientially (not
analytically).
And make it local.

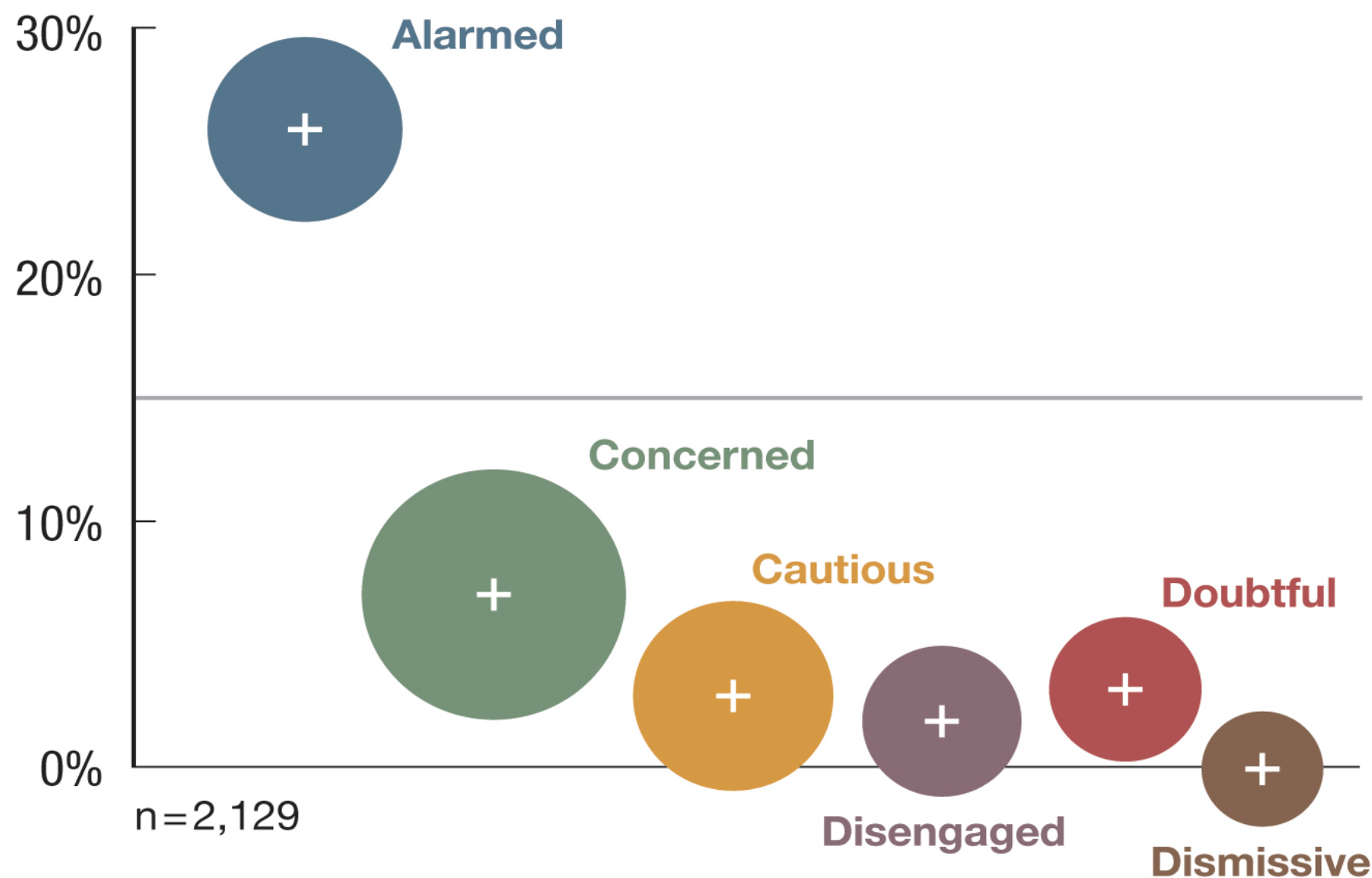
Avoid pissing
them off



Activate the Alarmed as citizens

Over the past 12 months, how many times have you done each of the following?

- *Written letters, emailed, or phoned government officials to urge them to take action to reduce global warming?*

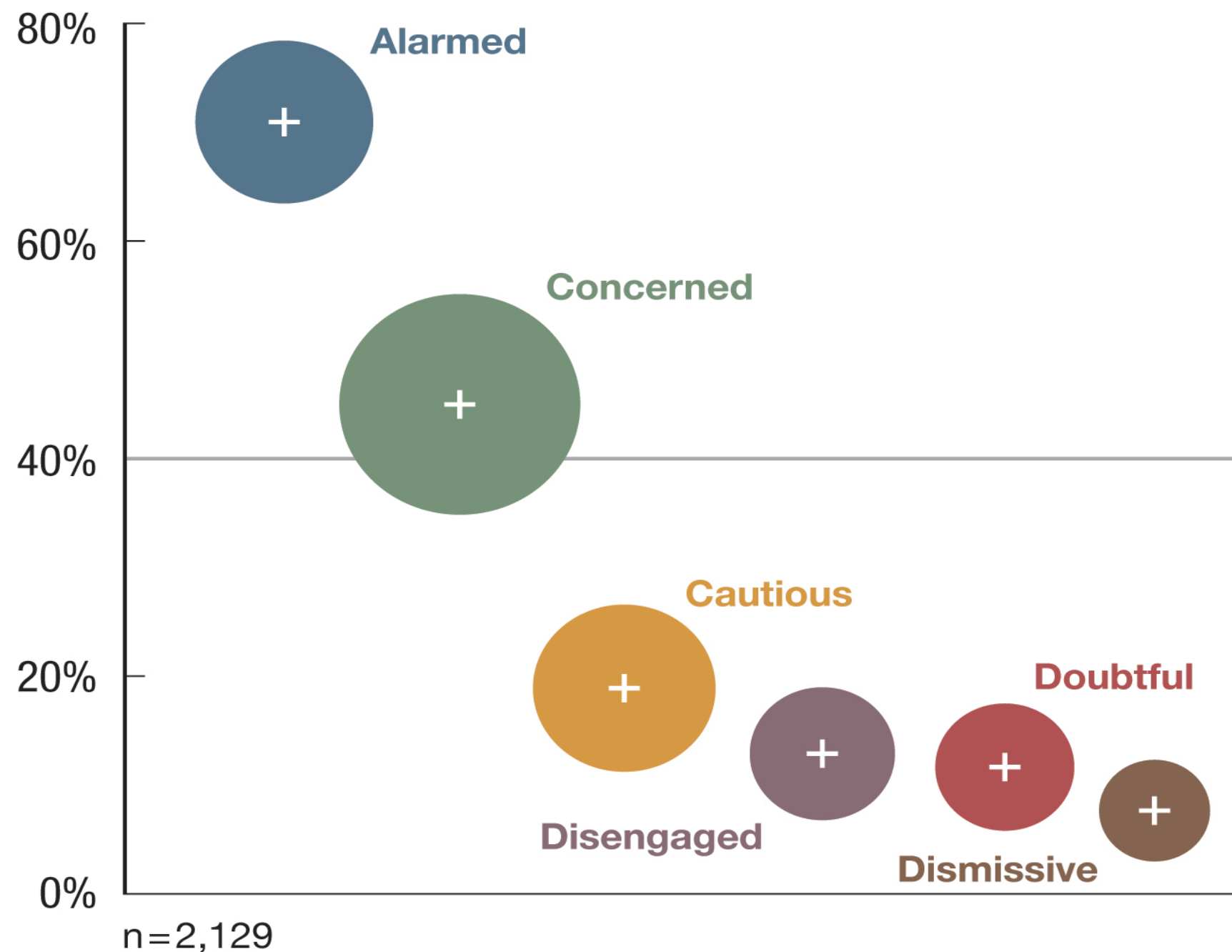


Note: Figure shows the proportion who have contacted officials one or more times over the past 12 months.

Activate the Concerned as consumers.

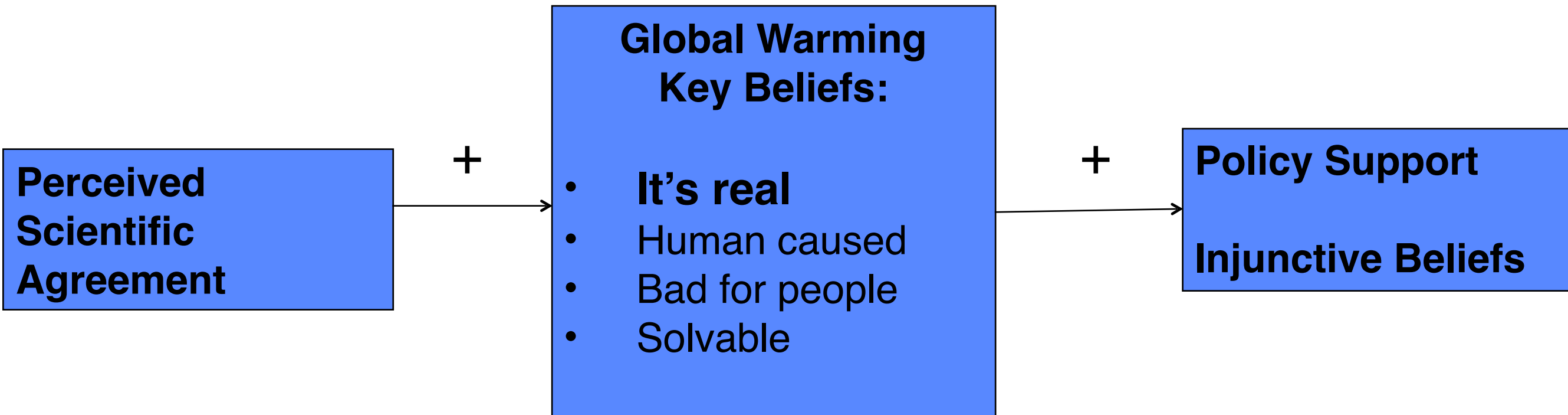
Over the past 12 months, how many times have you done these things?

- *Rewarded companies that are taking steps to reduce global warming by buying their products.*



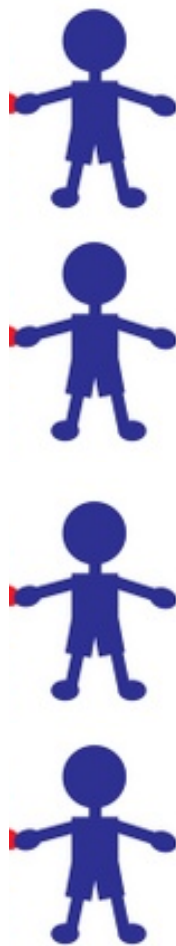
SOCO:

*More than 95% of the experts are convinced,
climate change is real and human caused*



In May 2011:

- Only 39% of American adults believed “Most scientists think global warming is happening”
- And only 13% believed “81-100% of climate scientists think global warming is happening.”



Favorable audiences: Barriers,
actions, emotions and behaviors
(zoo and aquarium visitors)

Favorable audiences for Climate Change Education (zoos and aquariums)

6 Americas

12%

27%

25%

10%

15%

10%

40%

24%



18%

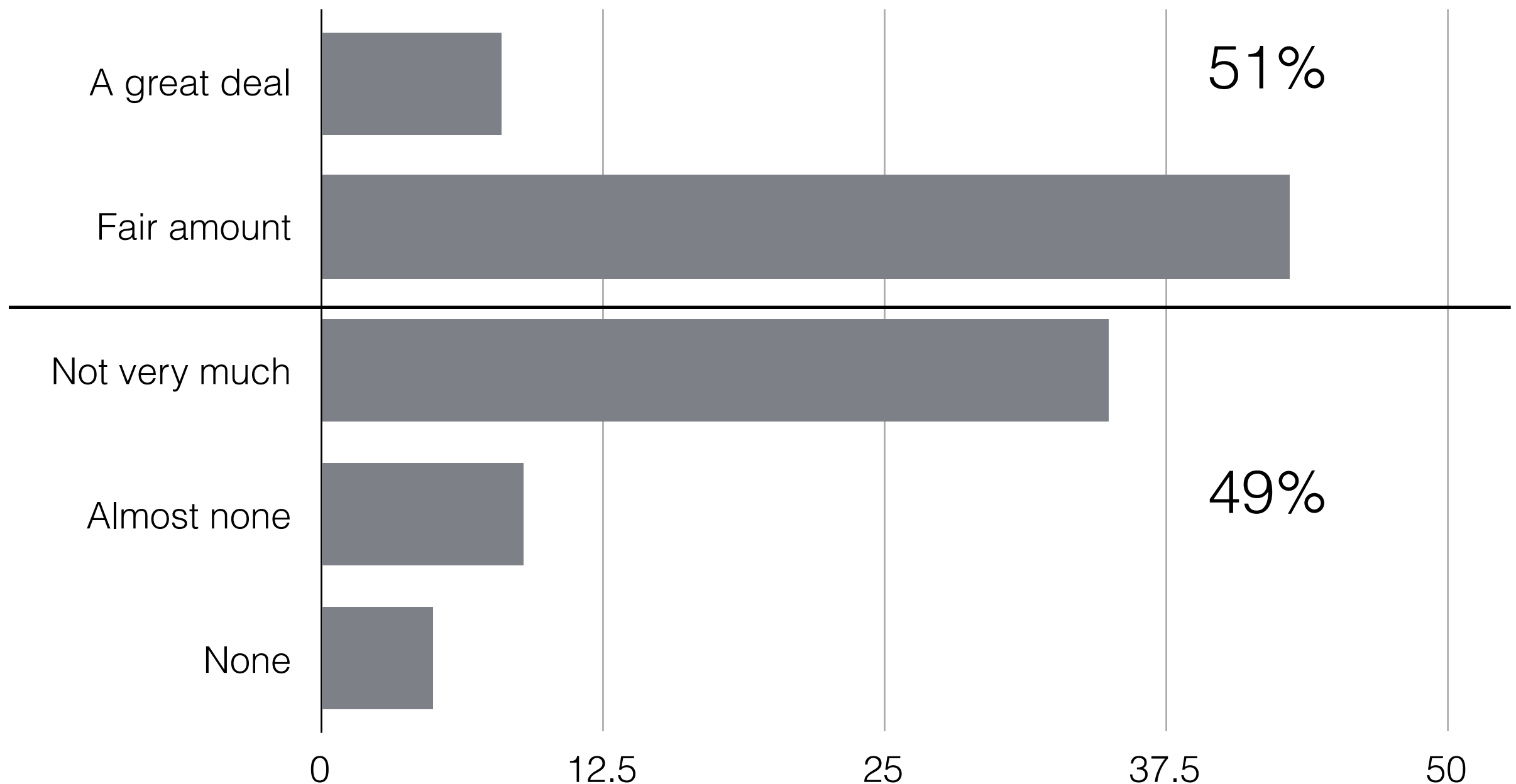


4% 7% 6%



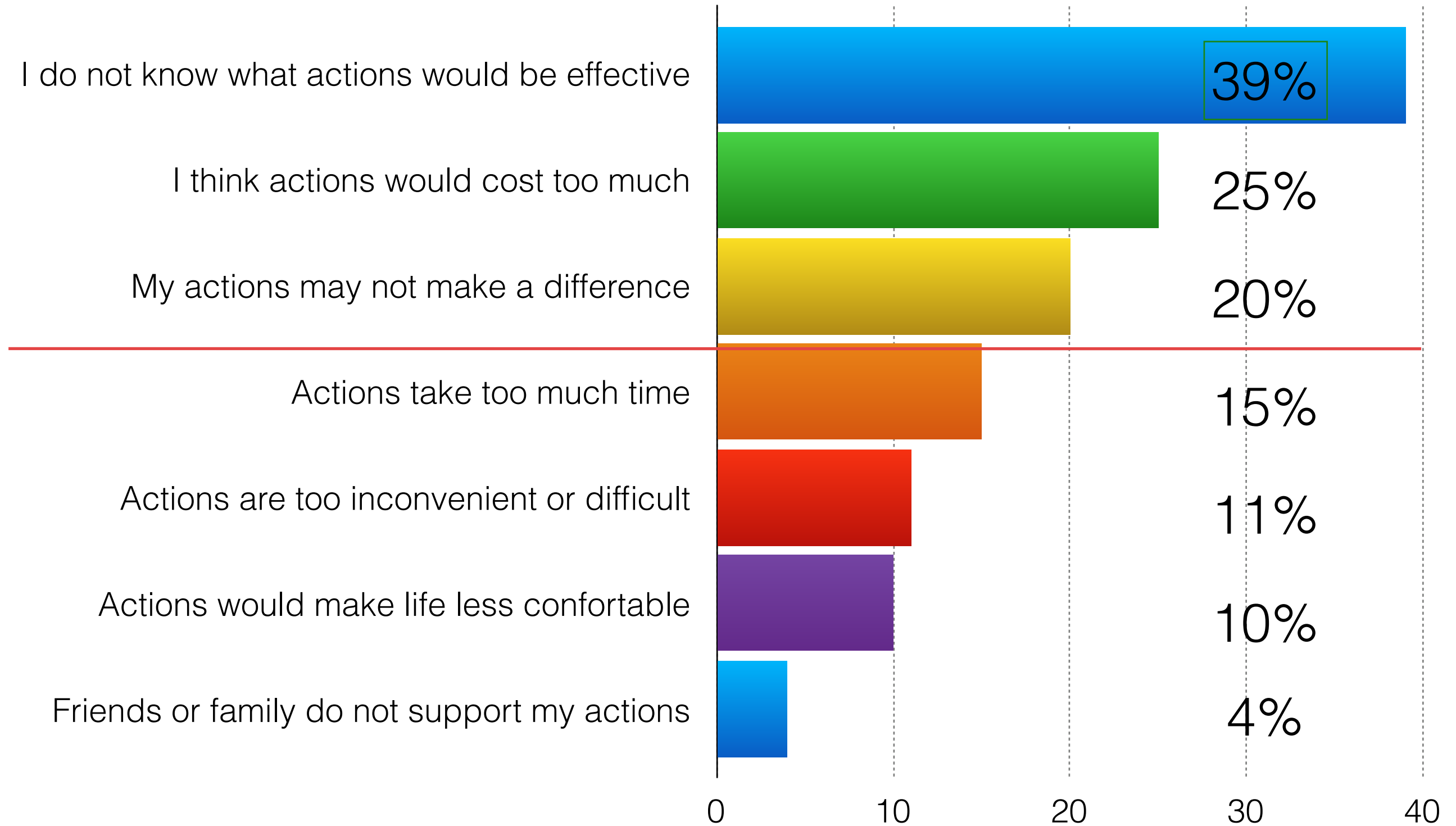
Pessimism - Zoo & Aquarium visitors

How much of an impact visitors believe they can have personally in addressing climate change



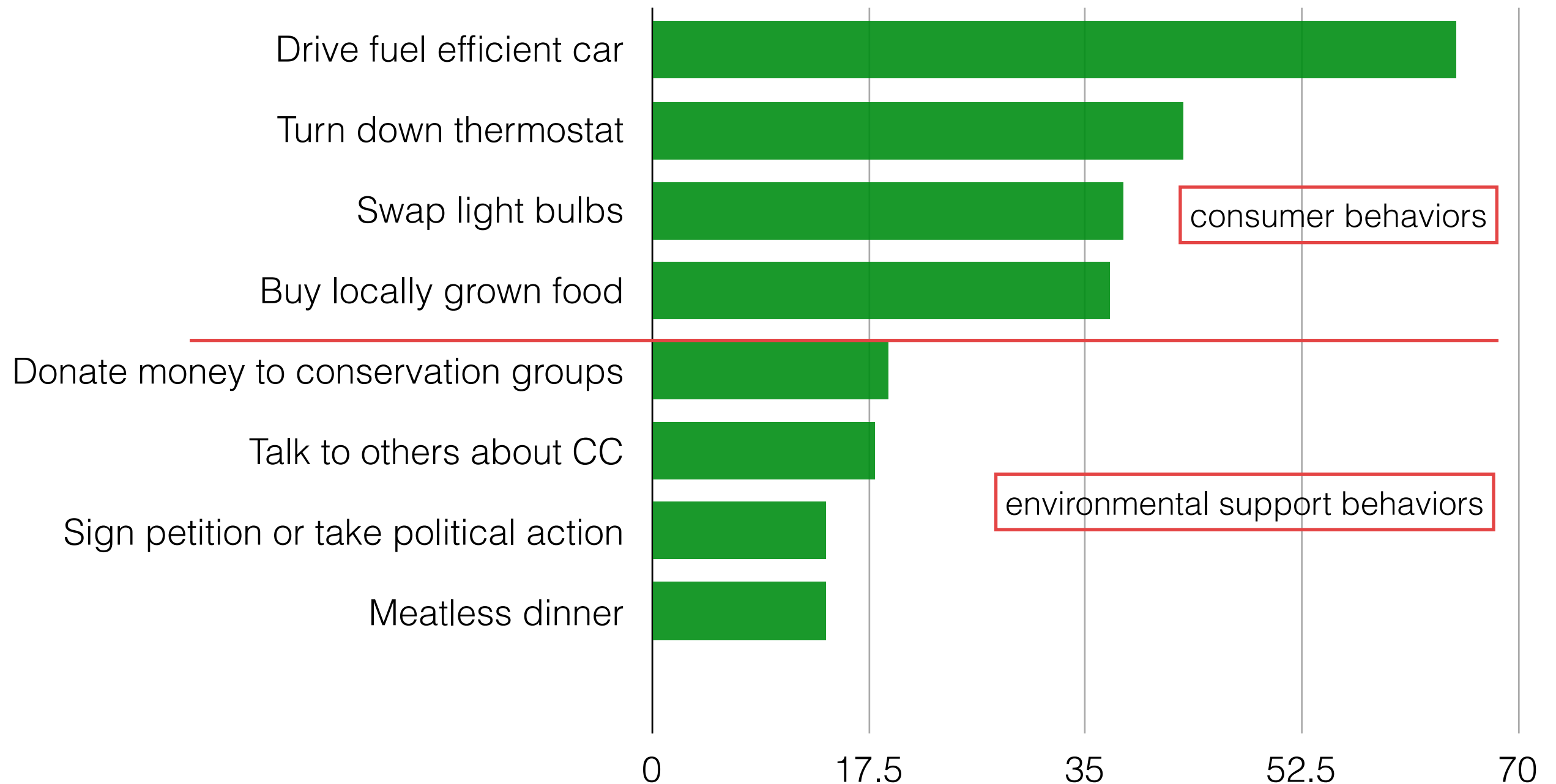
Barriers

Percent respondents reporting at least one barrier = 92%



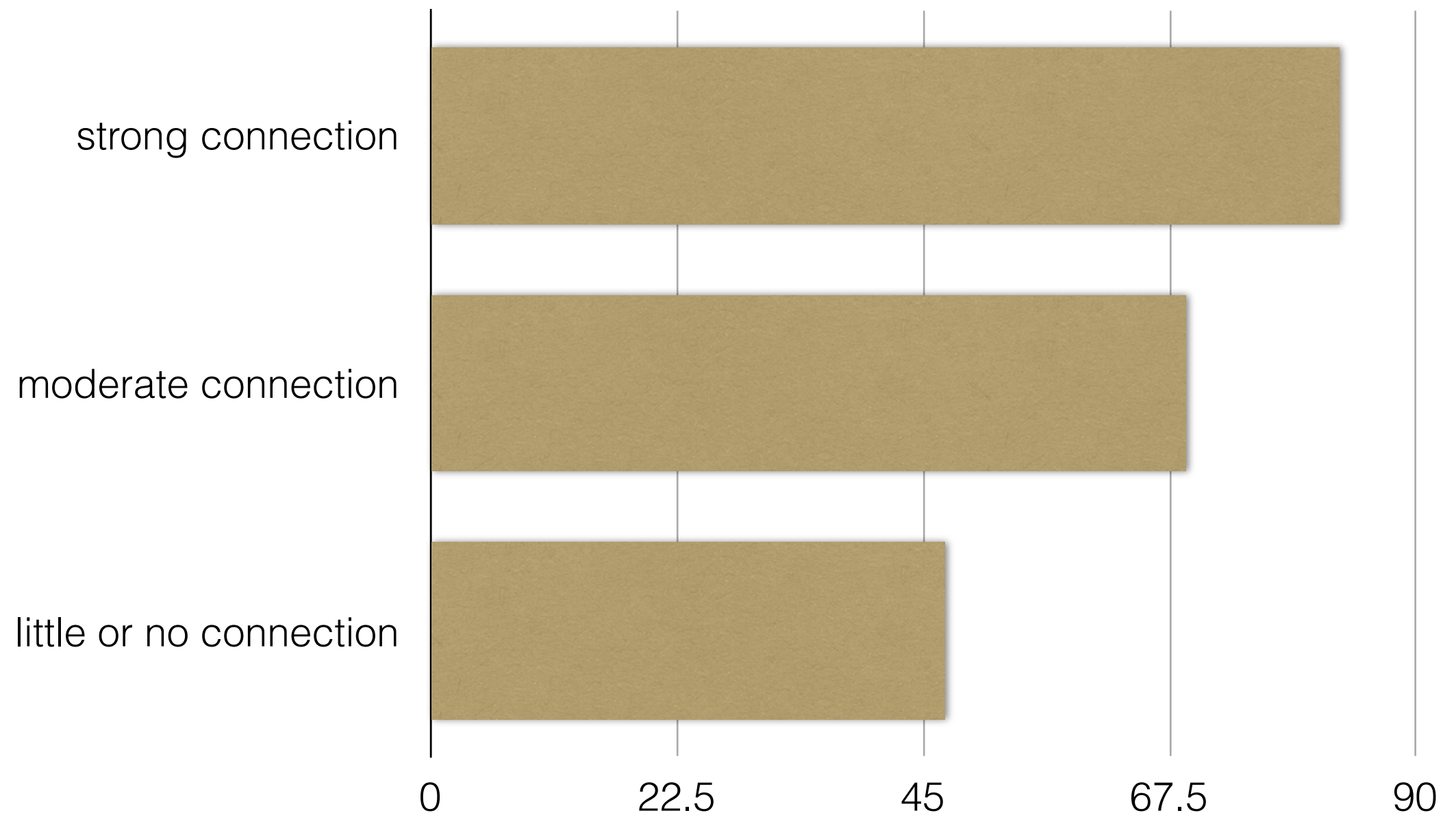
Consumer vs. Support Behaviors

Behaviors that zoo & aquarium visitors report as having the most impact on climate change



Percent zoo and aquarium visitors who would like to do more to address climate change

- **Feel sense of connection with zoo and aquarium animals**



Extent to which zoo and aquarium visitors engage in consumer and support behaviors to address climate change

